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A PROPOSED ELEMENTARY REPORT CARD
AN ANALYSIS OF THE OPINIONS
OF PARENTS AND TEACHERS IN NORTON, MASSACHUSETTS

submitted by

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B.S.E., Bridgewater State Teachers College, 1942

In Partial Fulfillment of the Requirements for
the Degree Master of Education

1946

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GUYOF, William M. MONROE
August 20, 1946
27246

ACKNOWLEDGMENT

The writer wishes to express his thanks to Mr. Laurence G. Nourse, Superintendent of Schools in Norton, Massachusetts, and also to the principals, teachers, and parents without whose willing help and co-operation this study would not have been possible. A sincere appreciation is extended, too, to Dr. W. Linwood Chase, Professor of Education at Boston University, for his able advice and constructive criticism throughout the entire study.

W. M. M.

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CHAPTER I

INTRODUCTION

The writer, feeling that the school is only one sphere of influence in the education of children, has long realized that the home which is probably the most important force acting on any child, should be asked at every opportunity to co-operate in building new educational tools. As a suitable report card probably interests the parent more than any other single function of the school, it is hoped by the means of this project to develop for a small industrial community, a workable method of reporting the growth of children that meets the needs of both the teacher and the parent.

Through the efforts of his teachers, fellow principals, and himself the writer has attempted to build a questionnaire that, when answered by parents, will bring about responses that are indicative of the type of information that they would like the school to furnish them on report cards.

It is also anticipated that the answering of this same questionnaire by a representative group of teachers from the writer's seminar will bring about comments and criticisms that will render valuable criteria for the subsequent building, by the teachers who will use it, of a practical tool for the reporting of pupil progress.

CHAPTER I
GENERAL PRINCIPLES

The first principle of the science of the mind is that the mind is a faculty of knowledge, and that it is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The second principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The third principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The fourth principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The fifth principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The sixth principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The seventh principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The eighth principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The ninth principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known. The tenth principle is that the mind is a faculty of knowledge in the sense that it is a faculty of knowing, and not a faculty of being known.

CHAPTER II

RELATED RESEARCH

From time immemorial parents, students, and educators have argued the merits of various ways and methods of reporting pupil progress. However, Evans,^{1/} states:

"In a study of report cards used in the elementary schools of the state of Georgia, it was found that the majority of the schools reported every twenty days; used the symbols A, B, C, D, E marked by subjects; included school attendance; stressed co-operation between the schools and the home; and urged the parents to visit the schools. A great many schools noted achievement in citizenship traits and social attitudes."

The above is put forth by Evans as being typical of all elementary school report cards and is substantiated by the fact that periodical literature finds many writers in accord with this conclusion. There are several arguments both for and against this traditional report. Notable among those opposed are the fact that the reliability of teachers' marks are constantly being questioned, school marks tend to serve as false motivation rather than as methods of informing parents of their children's progress, school marks are often misleading, and, most important of all, the traditional report card, as it is used now, measures relatively unimportant outcomes.

^{1/} Robert O. Evans, Practices, Trends, and Issues in Reporting to Parents on the Welfare of the Child in School (Bureau of Publications, Teachers College, Columbia University, New York 1938) p. 12

Evans also expresses his thoughts on this subject:^{2/}

"Many writers in the current periodical literature take the more or less extreme view that marks produce failures by measuring, or attempting to measure the wrong things in education.

School marks as commonly used do not help the child, the parent, or the school to evaluate growth. A mark as a measure of subject matter learned is a measurement of a thing that sometimes vanishes through the natural process of forgetting, if indeed it ever exists at all in the form of significant meaning. The thing measured is static and often has only temporary significance for the child. Learning conceived in these terms is in opposition to the laws of growth and development. Status, rather than progress, is the criterion of measurement. Critics believe this practice to be inconsistent with the philosophy embodied in the statement that 'Education is growth,' which is quoted on every hand.

The most valuable outcomes of education cannot be defined in terms of subject matter and what the child does to subject matter, since that which is being done to the child is the essential concern. At best, the assignment of marks on the basis of subject matter learned places emphasis upon only a small portion of the development of the child. Educators should be concerned with the child's total personality as developed through the various experiences and activities in which he engages in the natural process of living and adjusting to his environment. Subject matter is only a tool with which the real product of education is fashioned.

Scholarship as usually conceived is not all of the educational process. Many other aspects are important, as, for instance, the development of attitudes, interests, and special abilities. A wide variety of terms is used to point out these and other needs in education, such as hopes and aspirations; desires, inner drives, and activating forces; physical and intellectual habits

^{2/} Ibid. p. 18

and skills; qualities of character, personality, and citizenship; qualities of desirable social behavior; and physical and mental health."

On the other side of the fence there are those proponents of the traditional system of marking who maintain that this type of report card will serve as a means of motivating, not only the pupil but the teacher and will prove to be more satisfactory to parents.

It was with these arguments in mind that the writer set forth on the problem of building a questionnaire to discover just what the parents in his community desired. There was the frightening question, "Would the parents really like a more comprehensive and more progressive type of elementary report or would they prefer the traditional old style system which has been in practice since the early thirties?"

This report card which is now used conforms exactly to Evans description of the traditional report card. There are spaces for checking attendance, citizenship record, scholastic standing, using the letters E (excellent), G (Good), A (average), F (fair), and P (poor) and the reverse side of the card gives the usual explanation of letter grades and stresses the importance of the parents visiting the schools. Following are shown examples of these report cards:

NORTON PUBLIC SCHOOLS

School Year Beginning September 194

Name

School

Grade

	Fall Term		Winter Term		Spring Term		Year
	1st half	2nd half	1st half	2nd half	1st half	2nd half	
Times Tardy							
Times Dismissed							
Half Days Absent							
Citizenship Record							
Health Habits							
Industry							
Reliability							
Co-operation							
Thrift							
Courtesy							
Reading							
Penmanship							
Spelling							
Language and Grammar							
Mathematics							
Geography and Nature Study							
History and Civics							
Drawing							
Music							

E., Excellent; G., Good; A., Average; F., Fair; P., Poor

TO THE PARENTS

E—Excellent is the highest record and one which can be obtained by only a very few.

G—Good is a superior mark for work somewhat above that of the average.

A—Average is the mark which is received by the largest number of pupils. It denotes satisfactory accomplishment of all required work.

F—Fair is a record of work which barely meets the requirements. This mark warns that the work is very near to a failure. A card with a large percentage of these marks would make promotion doubtful.

P—Poor is the mark which denotes failure to do the required work. Marks in Citizenship are important considerations in deciding the question of promotion. Parents are requested to visit the schools.

Explanation of Citizenship Marks.

The mark "✓" indicates that the habit is formed to a fair degree of reliability but that improvement is expected.

The mark "+" indicates that the habit is well formed.

The mark "—" indicates that the pupil is unsatisfactory in the habit so marked.

Teacher

Parent or Guardian Please Sign Here

Signing the card notifies the teacher that report has been examined. It does not signify approval of the marks.

Fall Term

1st Half

2d Half

Winter Term

1st Half

2d Half

Spring Term

1st Half

2d Half

The pupil named on this card is assigned to grade

of the school year beginning in September, 194

school, for the

Principal



With the picture well in mind of the type of report card now being used and absolutely no idea of the type that should be used we can turn to research for some of the data which is necessarily preliminary to doing any thinking on reports. The New York State Association of Elementary Principals^{3/} published an interesting bulletin in 1938 which put forth the following objectives for reporting pupil progress:

*1. To provide information and opportunity for enabling home and school to work together in guiding the child.

2. To provide information to assist the home in guiding the child.

3. To help the child appraise himself.

4. To develop and enlighten public interest in education.

5. To stimulate teachers to study their pupils.

6. To keep the public informed as to whether or nor its educational investment is paying dividends.*

The last two objectives above stress the importance of the value of the report card as an instrument of bettering public

3/ A. E. Layman, A. A. Morey, R. J. Pulling, R. V. Riley
(New York State Association of Principals' Bulletin, Reporting to Parents, Bulletin VI, 1938.) p. 13

relations. The Metropolitan School Study Council ^{4/} issued an interesting study from which the following is quoted:

"In the days when private schools were the chief source of education the relation between the school and the parent was essentially the same as between firm and customer. And it is not wise now, judging from the practices of better schools, to forget that the parent is still the customer--and should be a satisfied customer. Under the law the responsible parent holds final authority over the child. This circumstance calls for an especially subtle brand of public relations, for also under the law the board of education is empowered to require every child to attend school. So that puts the child 'in the middle' where the two agencies are ignorant of each others' obligations. Better schools take the initiative in co-ordinating the efforts of home and school into a single wholesome influence upon the growth of children. This they do by various devices ranging all the way from frequent teacher-parent-conferences, to the provision of special personnel whose job is frequent home visitation for the purpose of helping parents, improving their insights, and raising their horizons, so far as their educational obligations to their children are concerned."

There is throughout all current periodical literature a definite trend toward more direct communication with the parent. In fact, it would seem from this writer's observation that the absolute ideal in reporting to parents would be no written report at all, but rather a parent-teacher-conference.

^{5/}
Rachel Sutton lists the major types of report cards now in use as below:

"1. The traditional report card in use before the

^{4/} William S. Vincent, What School Can Do, (Metropolitan School Study Council, New York, 1945) p. 208

^{5/} Rachel S. Sutton, "Co-operative Progress Reports", Educational Method, Vol. XVIII, pp. 27-31. October, 1938

turn of the century, which allots space for attendance, deportment, the progress, and marks in academic subjects.

2. The report given over mostly to traits of citizenship, as self-control, responsibility, respect for law, initiative, effort, courtesy, fair play, social relationships, and thrift in use of time, materials, and property, with space set aside for rating each academic subject.

3. The report card given over mostly to citizenship traits with one symbol for all scholastic work, the home having equal opportunity to report on citizenship traits.

4. The report card which allots an equal amount of space to citizenship traits and academic subjects which have been broken down into specific knowledges, appreciations, and skills.

5. In the form of letters written to the parents by the teacher.

6. A confidential letter mailed to the parent by the teacher.

7. A letter written to the parent by the pupil.

8. A conference between teachers and parents after a graph has been prepared showing pupil progress."

In a study at the University Elementary School, at the University of Georgia in which the above types of report cards were presented to the parents for their choice, the parents unanimously chose the type of report in which both teacher and pupil write letters to parents three times per year, with a description, by the teacher, of physical, mental, and social development with proper emphasis on strong and weak points; and a report, by the pupil, of his part in the school program.

In a 1941 study by Irving Munson^{6/} it was revealed that in fifteen city school systems of the state of Illinois, there was listed a total of eighteen different traits to be reported on through some system of rating. The traits are:

- *1. Accuracy
2. Attention
3. Cleanliness
4. Co-operation
5. Courage
6. Courtesy
7. Dependability
8. Health
9. Industry
10. Initiative
11. Neatness
12. Obedience
13. Open-mindedness
14. Promptness
15. Respect for others' rights.
16. Respect for property
17. Self-control
18. Thrift*

^{6/} Irving Munson, "Report Card Ratings of Pupils' Character Traits", Nation's Schools, Vol. XXVII, pp. 28 - 30, February, 1941

In respect to citizenship, conduct, or deportment in the report to parents, Kvaraceus^{7/} states that it should be done in a negative way. Satisfactory conduct should never be marked, but should be accepted as the expected type of behavior. In other words, he believes a child's conduct should be marked only when there is a departure from the standards of behavior accepted by the pupils' social group.

There have been many schools that have developed report cards through the efforts of parents and teachers. Roos^{8/} describes one developed at Metuchen, New York in which the parents were also required to mark their children. Greenshield^{9/} also tells about a project done in Big Timber, Montana where the parents met, saw the cards of other schools, appointed a committee, and developed a report card that they liked.

There have been several studies done which have tried to indicate the things in which parents are most interested.

7/ William C. Kvaraceus, "Primary Report Card," Elementary School Journal, Vol. XXXIX, pp. 747 - 750, June, 1939

8/ Carl A. Roos, "Report Card Designed to Enlist the Parent's Co-operation in Rating and Guiding the Child", American School Board Journal, Vol. CVII, p. 28, August, 1943

9/ M. J. Greenshield, "Parents Draft New Report Card", Nation's Schools, Vol. XXIX, p. 53, June, 1942

Notable among them is one by Hull and Bishop ^{10/} in which the tabulation of the results on over 500 questionnaires from parents in Corona, California disclosed the following:

*Things Parents Want to Know About:

1. Pupil progress
2. Pupil achievement
3. Health
4. Activities of the classroom
5. Discipline and behavior
6. Methods of instruction

Things Parents Do Not Care to Know About:

1. Testing program
2. Teachers and school officers
3. Extra-curricular activities
4. Parent-Teachers*Association
5. Buildings and the building program
6. Board of education and administration
7. Business management and finances"

Mort and Cornell ^{11/} in a poll of 5000 citizens found that:

"Nearly all (parents) agree that the school is not to be judged in terms of the amount of subject matter the pupils have learned. Over two-thirds of parents and teachers believe that text-book learning should give way to increased learning through experience and that reading instruction in all grades should consist of more reading for research, appreciation, and recreation, and less reading by recitation from the text-book.

We (parents and teachers) believe, for the most part, that each child should experience success more

^{10/} J. Henrich Hull and Frank E. Bishop, "Give the Public an Opportunity to Express Itself", American School Board Journal, Vol. CV, p. 16, November, 1941

^{11/} Paul R. Mort and F. G. Cornell, "Poll of Parent Opinion", National Parent-Teacher, Vol. XXXIV, -pp. 27 - 30, October, 1939

frequently than failure, and we express some dissatisfaction with our present system of school marks when we agree that competition among pupils for marks is not fair for pupils who are naturally slow."

In a parents' workshop at the University of Wisconsin the following goals were worked out during a summer laboratory school, and are reported by K. W. Taylor: ^{12/}

"Goals That Parents 'Want' For Their Children on Maturity:

1. Happiness--Mature Happiness that does not need to exploit others. Inner serenity. At peace with themselves.
2. Capacity for giving of themselves in relationships.
3. Critical judgment. Capacity for analytical thinking.
4. A grasp of reality. Recognition of true values.
5. Capacity for satisfactions, both through work and play.
6. Acceptance of responsibility for themselves and others."

^{13/}
Lester Ivins sent out a questionnaire on a nationwide scale to parents asking the question, "What are the most desirable lessons to be taught?"

^{12/} K. W. Taylor, "Parents' Workshop at the University of Wisconsin", Progressive Education, Vol. XVII, pp. 55 - 60, January, 1940.

^{13/} Lester S. Ivins, "What Parents Expect of the School", National Education Association Journal, Vol. XXVIII, p. 194 October, 1939.

An analysis of the answers shows the following rank order:

- *1. Lessons that will impress the value of good character.
- 2. That may prevent selfishness toward others.
3. That will improve or produce good manners.
4. That teach the value of honesty and truthfulness.
5. That will aid in good sportsmanship.
6. That will teach respect for the church, and authority, as well as for the proper kind of government officials.
7. To impress the value of co-operation with others.
8. Worthwhile lessons from the textbook.
9. Facts from magazines and library books that contain a lesson of importance.
10. To show why great men did succeed."

Research indicates that there is very ^{little} uniformity of practice as regards reporting to parents. However, we can without a doubt say that there is a definite trend away from the traditional symbol system of marking. Rather, progressive educators are aiming toward a more comprehensive method of reporting the whole child. This is being done by the use of check lists, letters, and in more progressive school systems by parent-teacher conferences.

CHAPTER III

BUILDING THE QUESTIONNAIRE

The first thing that the writer did after reading from the related research mentioned in the previous chapter was to secure from some twenty-two ^{1/} nearby towns and cities their report cards now in use. Armed with his information, the actual report cards, mentioned above, and samples from the Educational Research Service ^{2/} he met with a group of teachers and devised a questionnaire that asked the parents whether or not they would be interested in having the school report to them these things about their children:

1. Posture
2. Cleanliness
3. Ability in game skills
4. Weight and height
5. Eating habits
6. Is energetic
7. Gets along well with other children
8. Willing to share

1/ See appendix, p. 89 for actual listing of cities and towns mentioned.

2/ New Developments in Report Cards, (Research Bulletin of the National Education Association, Circular IV, Department of Superintendence and Research Division, Washington, D.C., 1934) 35 pp.

9. Works for the good of the school
10. Is courteous while others are speaking
11. Respects the property of others
12. Makes the best of a difficult situation
13. Shows respect for teachers
14. Has the desire to improve himself
15. Takes care of personal belongings
16. Is accurate
17. Takes pride in his work
18. Completes his work
19. Shows originality
20. Does work neatly
21. Follows directions

Besides those headings listed above there was included in the original questionnaire these questions for the parents' consideration:

1. Should a child's work, no matter how poor, be marked "satisfactory", if the teacher thinks he can do no better?
2. Should a child's work, even if good, be marked "unsatisfactory", if the teacher thinks he can do better?
3. Would you like to have your child check portions of his card himself, such as health habits?
4. Do you think we should have different forms of report cards for various levels, as primary, middle grades, and upper grades?

5. Do you believe there should be space for:

- a) the teacher's comments
- b) the parent's comments
- c) the child's comments

6. How often would you like a report card sent home?

- a) once a year
- b) every nine weeks
- c) every six weeks
- d) three times a year minimum with extra report cards whenever the child needs them.

This first questionnaire was submitted to a group of some twenty-five elementary teachers and principals in an Elementary Education Seminar, for their criticism. The reaction was a happy one and combined with the criticisms of the principals and the superintendent of the writer's own school system many changes in form and wording, omissions, and additions were made. Some of the comments and criticisms, although most valuable were not heeded because the writer did not feel that they were particularly applicable to his community. The final form of the questionnaire was sent home to the parents on March 15, 1946.

NORTON GRAMMAR SCHOOLS

Norton, Massachusetts

March 15, 1946

Dear Parent,

A committee from the school department is developing a new report card for use in the elementary schools of Norton, and it is extremely important that we have your help in doing it.

We are sending you a number of questions that have been puzzling us about the type of information you want concerning your child, and we should appreciate it very much if you would answer the questions on the enclosed sheets and return them to the school. Think over the questions carefully and feel free to discuss them with everyone in the family. If something is not clear or there is a question that you do not understand, please let us know and we shall be very happy to discuss the matter with you.

Your efforts will be greatly appreciated and will truly play an important part in shaping the kind of report that you wish to receive about your child in the future.

Sincerely,

Loretta McHugh, Center School
Eleanor Clapp, Barrowsville School
William Mahoney, Sturdy School
Laurence G. Nourse,
Superintendent of Schools

bvw

Mimeographed by the Norton High School Commercial Department

We feel, that, in addition to marks showing your child's progress 18
in regular school subjects like "reading," "spelling," "arithmetic,"
and so forth, you might like the school to report some of the following:

Please answer yes or no.

I. Physical Habits:

1. Posture _____
2. Cleanliness _____
3. Shows ability in game skills _____
4. Weight and height periodically _____
5. Eating habits _____
6. Is energetic _____
7. Appears tired _____

II. Social Habits:

1. Gets along well with other children _____
2. Is willing to share _____
3. Works for the good of the school _____
4. Is courteous while others are speaking _____
5. Respects the property of others _____
6. Accepts responsibilities _____
7. Makes the best of a difficult situation _____
8. Shows respect for teachers _____
9. Has the desire to improve himself _____
10. Takes care of personal belongings _____

III. Work Habits:

1. Is accurate _____
2. Takes pride in work _____
3. Completes work in a reasonable length of time _____
4. Shows originality _____
5. Follows directions _____

IV. Will you please consider the following questions carefully and indicate your agreement or disagreement by yes or no. Please feel free to make any additional comments that you wish.

1. Should your child's work, no matter how poor, be marked "satisfactory" if both you and the teacher think he can do no better? _____
2. Should your child's work, even if good, be marked "unsatisfactory" if both you and the teacher think he can do better? _____
3. Would you like to have your child check portions of his card himself, such as health habits? _____
4. Do you think we should have different forms of report cards for various levels, as primary, middle grades, and upper grades? _____
5. Would you like a report of your child's part in extra curricular activities such as sports, clubs, patrol, committees, etc.? _____
6. Would you like the school to report on any outstanding talents that your child displays? _____
7. Do you believe there should be space for:
 - a) The teacher's comments _____
 - b) The parent's comments _____
 - c) The child's comments _____
8. How often would you like a report card sent home?
 - a) Once a year _____
 - b) Every nine weeks _____
 - c) Every six weeks _____
 - d) Three times a year minimum with extra report cards whenever the child needs them. _____
9. Would you like to have regular conferences with the teacher after receiving a report card, in order to discuss more fully your child's progress? _____

Will you please signify the grade or grades in which you have children enrolled. _____

Please show by a check who helped determine the answers on this questionnaire.

Only Father _____

Only Mother _____

Both Father and Mother _____

Other than above _____

Is there anything that you would like to have included on a report card that has not already been mentioned?

PLEASE NOTE THAT NO SIGNATURE IS NECESSARY

Quite by coincidence, while this questionnaire was being written, Willard Spaulding^{3/} presented the results of the same kind of survey that the writer was attempting, in a mimeographed report analyzing the "opinions of parents and teachers about items proposed for report cards". His questionnaire was sent to one thousand six hundred forty-one parents of the students in the elementary schools and to three hundred eighty-seven parents of students in the secondary schools and to fifty-eight elementary teachers and seventy-two secondary school teachers. Both the questionnaire itself and the results interested this writer very much. So much so, in fact, that it was decided to set up the Norton questionnaire in a similar way to that built by Spaulding, as far as the form was concerned.

Because of the constant turmoil over methods of marking academic subjects, even in educational circles, it was thought best not to put so difficult a subject before the parents. This matter was left to administrative decision at a later date.

To substantiate the decision made concerning the omission of any mention of methods of reporting marks on this question-

^{3/} Willard B. Spaulding, An Analysis of the Opinions of Parents and Teachers About Items Proposed for Report Cards, (Mimeographed Bulletin by the Portland, Oregon Council of Parents and Teachers, 1945) 11 pp.

naire, the author turns to Otto,^{4/} who pictures very well the state of confusion that exists around this subject.

"The causes of variability in teachers' marks are legion. Some teachers believe that marks should represent achievement only, while others believe that the attitude of the student, the effort which he puts forth, the improvement which he shows over a given period, and the deportment which he shows. Teachers' judgments vary as to the relative difficulty of value of questions asked. Teachers also disagree on what constitutes a correct answer. Standards of achievement for each of the school grades differ from one course of study to another and from one teacher to another. Some teachers emphasize one phase of a subject while others stress another phase. In arithmetic, for example, one teacher may stress the correct process to be used, while some other teacher may mark only on the answers; in English compositions one teacher may emphasize only the plot or theme of the story whereas another may lower the mark because of errors in spelling, English usage or poor penmanship. Teachers seem to gain certain impressions of students, good or bad, and these apparently color most of their judgments. The extensive use of the written-essay examination, the reliability and validity of which are always extremely doubtful and in most instances very low, and which experience and experiment have shown cannot be evaluated fairly by human minds, adds to the general confusion which exists in the methods used at present to evaluate the work of pupils and to assign to them marks which shall form the basis for promotion."

^{5/}

The letter, which was sent home to the parents along with the questionnaire, was signed by the principals in each of the other two schools in addition to the writer and the superintendent of schools. This was done to insure the parents

^{4/} Henry J. Otto, Elementary School Organization and Administration, (New York, D. Appleton-Century Co., 1934) pp. 228 - 229

^{5/} See p. 17

in each particular community (because the three schools are located in three very dissimilar localities) that their principal had taken part in building the questionnaire and had had his community in mind when doing so.

The questionnaires were sent, one to each family, in all the elementary schools, on March 15, 1946. The results were back within two weeks and of two hundred sixty blanks sent home two hundred twenty were returned. This is about an eighty-five per cent return and the writer considers this good as in two of the districts covered about one-third of the parents are either non-English speaking or at any rate speak and write very little English.

Besides getting the parents' reaction, the questionnaires were also answered by all the elementary school teachers in the town and the teachers in the writer's seminar were given the questionnaires again and their reactions were to be checked against those of the first two groups.

It might be interesting to note that on the questionnaire no signature was required and the parents were given large envelopes in which to seal and return it. It was felt that the value of a signature would be of no consequence in determining final results and that the omission of a signature might encourage people to be more frank in their opinions. The use of the envelope was simply a device to insure the parents' answers

against tampering or the usual comparison and gossip that children have about such things.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Before presenting the data obtained it would be well to describe just how the writer treated it. First the total "yes and no" answers from each school district were tallied for every question and the per cent yes and the per cent no answers computed from these. All percents in this study are computed to the nearest whole per cent. After all data were taken from every blank for each school they were again tallied in grade groups. By that it is meant that after the Barrowsville school questionnaires, a total of thirty, were tallied they were divided into the following groups: Grade I, Grades II - V, and Grades Vi - VIII. It is obvious that there were parents answering the questionnaire who might have children in several grades, for example, one in Grade VIII and one in Grade II. A questionnaire such as this, and there were several, was counted first in one group and then in the other. Thus, we can understand that although there was a total of only thirty questionnaires received from the Barrowsville School district, the total of questionnaires computed in the grade groups (Grade I, seven blanks, Grade II - V, twenty-one blanks, Grades Vi - VIII, nine blanks) equals a total of thirty-seven.

Preliminary to studying the data from the Barrowsville district, let us first consider the district itself. Barrowsville

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is a small section of greater Norton. Its town government is that of Norton and its churches and schools are all part of a system that takes care of any Norton resident. Despite these facts it is a distinct locality in itself. The main source of income for most families in the district is the Defiance Bleachery, a large plant for dyeing and finishing cloth goods. It is at this mill also that many of the youngsters look toward working, and for that reason high school mortality in this section is extremely high, and it is not uncommon for a sixth, seventh, or eighth grade youngster to terminate schooling in order to work there. The predominant nationality in this district is French and in many homes this language is spoken to some extent.

The Barrowsville Elementary School is the smallest of the three elementary schools in the township, and it was here that the writer expected a poor response. However, about sixty per cent of the parents returned the questionnaires. The following tables show the results obtained on questionnaires returned in the Barrowsville School district.

TABLE I

PER CENT OF YES AND NO ANSWERS FROM THIRTY PARENTS
IN THE BARROWSVILLE SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTION ^{1/}	% YES	% NO
I Physical Habits		
1. Posture	73	37
2. Cleanliness	87	13
3. Shows ability in game skills	67	33
4. Weight and height periodically	77	23
5. Eating habits	50	50
6. Is energetic	70	30
7. Appears tired	60	40
II Social Habits		
1. Gets along well with other children	83	17
2. Is willing to share	80	20
3. Works for the good of the school	80	20
4. Is courteous while others are speaking.	83	17
5. Respects property	77	23
6. Accepts responsibilities	80	20
7. Makes the best of a difficult situation	73	27
8. Shows respect for teachers	80	20
9. Has desire to improve himself	80	20
10. Takes care of personal belongings	77	23
III Work Habits		
1. Is accurate	70	30
2. Takes pride in work	83	17
3. Completes work in reasonable time	67	33
4. Shows originality	50	50
5. Follows directions	83	17

^{1/} For exact wording of questions on questionnaire see pp. 17-20

TABLE I (Continued)

QUESTION	% YES	% NO
IV		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	33	67
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	20	80
3. Should child check portions of card?	47	53
4. Should we have different forms of cards for various levels?	47	53
5. Should there be a report of extra-curricular activities?	53	47
6. Should there be a report of a child's outstanding talents?	90	10
7. Should there be space for:		
(a) Teacher's comments	90	10
(b) Parent's comments	53	47
(c) Child's comments	37	63
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	30	70
(c) Every six weeks	50	50
(d) Three times a year minimum	20	80
9. Would you like regular conferences with the teacher?	73	27

TABLE II

PER CENT OF YES AND NO ANSWERS FROM SEVEN PARENTS
OF GRADE I CHILDREN IN THE BARROWSVILLE SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTION	% YES	% NO
<u>I Physical Habits</u>		
1. Posture	71	29
2. Cleanliness	100	0
3. Shows ability in game skills	57	43
4. Weight and height periodically	71	29
5. Eating habits	71	29
6. Is energetic	86	14
7. Appears tired	57	43
<u>II Social Habits</u>		
1. Gets along well with other children	86	14
2. Is willing to share	100	0
3. Works for the good of the school	100	0
4. Is courteous while others are speaking	100	0
5. Respects property	86	14
6. Accepts responsibilities	86	14
7. Makes the best of a difficult situation	86	14
8. Shows respect for teachers	86	14
9. Has desire to improve himself	86	14
10. Takes care of personal belongings	71	29
<u>III Work Habits</u>		
1. Is accurate	86	14
2. Takes pride in work	100	0
3. Completes work in reasonable time	57	43
4. Shows originality	43	57
5. Follows directions	100	0
<u>IV</u>		
1. Should a child's work, be marked "Satisfactory if both you and the teacher think-he can do no better?"	43	57
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher-think he can do better?	57	43

TABLE II (Continued)

QUESTION	% YES	% NO
3. Should child check portions of card?	29	71
4. Should we have different forms of cards for various levels?	100	0
5. Should there be a report of extra-curricular activities?	29	71
6. Should there be a report of a child's outstanding talents?	100	0
7. Should there be space for:		
(a) Teacher's comments	86	14
(b) Parent's comments	43	57
(c) Child's comments	14	86
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	57	43
(c) Every six weeks	43	57
(d) Three times a year minimum	0	100
9. Would you like regular conferences with the teacher?	57	43

The results of the answers of twenty-one parents whose children were in grades II - V are included on the following page in Table III.

TABLE III

PER CENT OF YES AND NO ANSWERS FROM TWENTY-ONE PARENTS
OF CHILDREN IN GRADES II - V IN THE BARROWSVILLE SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTION	% YES	% NO
I Physical Habits		
1. Posture	71	29
2. Cleanliness	76	24
3. Shows ability in game skills	62	38
4. Weight and height periodically	71	29
5. Eating habits	43	57
6. Is energetic	62	38
7. Appears tired	52	48
II Social Habits		
1. Gets along well with other children	76	24
2. Is willing to share	67	33
3. Works for the good of the school	67	33
4. Is courteous while others are speaking	76	24
5. Respects property	76	24
6. Accepts responsibilities	71	29
7. Makes the best of a difficult situation	67	33
8. Shows respect for teachers	86	14
9. Has desire to improve himself	76	24
10. Takes care of personal belongings	71	29
III Works Habits		
1. Is accurate	62	38
2. Takes pride in work	76	24
3. Completes work in reasonable time	57	43
4. Shows originality	52	48
5. Follows directions	76	24
IV		
1. Should a child's work, be marked "Satisfactory" if both you and the teacher think he can do no better?	38	62
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	14	86

TABLE III (Continued)

QUESTION	% YES	% NO
IV		
3. Should child check portions of card?	38	62
4. Should we have different forms of cards for various levels?	33	67
5. Should there be a report of extra-curricular activities?	57	43
6. Should there be a report of a child's outstanding talents?	90	10
7. Should there be space for:		
(a) Teacher's comments	90	10
(b) Parent's Comments	57	43
(c) Child's comments	33	67
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	43	57
(c) Every six weeks	43	57
(d) Three times a year minimum	19	81
9. Would you like regular conferences with the teacher?	67	33

For those parents who had children in Grades VI - VIII we turn to Table IV to get the summation of their answers.

TABLE IV

PER CENT OF YES AND NO ANSWERS FROM NINE PARENTS OF CHILDREN
IN GRADES VI - VIII IN THE BARROWSVILLE SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
<u>I Physical Habits</u>		
1. Posture	89	11
2. Cleanliness	100	0
3. Shows ability in game skills	78	22
4. Weight and height periodically	78	22
5. Eating habits	56	44
6. Is energetic	67	33
7. Appears tired	78	22
<u>II Social Habits</u>		
1. Gets along well with other children	100	0
2. Is willing to share	78	22
3. Works for the good of the school	89	11
4. Is courteous while others are speaking	100	0
5. Respects property	89	11
6. Accepts responsibilities	89	11
7. Makes the best of a difficult situation	78	22
8. Shows respect for teachers	89	11
9. Has desire to improve himself	78	22
10. Takes care of personal belongings	89	11
<u>III Work Habits</u>		
1. Is accurate	100	0
2. Takes pride in work	100	0
3. Completes work in reasonable time	67	33
4. Shows originality	67	33
5. Follows directions	100	0
<u>IV</u>		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	33	67
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	22	78
3. Should child check portions of card	33	67
4. Should we have different forms of cards for various levels?	67	33

TABLE IV (Continued)

QUESTION	% YES	% NO
IV		
5. Should there be a report of extra-curricular activities?	78	22
6. Should there be a report of a child's outstanding talents	78	22
7. Should there be space for:		
(a) Teacher's comments	89	11
(b) Parent's comments	67	33
(c) Child's comments	44	56
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	22	78
(c) Every six weeks	56	44
(d) Three times a year minimum	22	78
9. Would you like regular conferences with the teacher?	67	33

The fact that thirteen per cent of the questionnaires in the Barrowsville district were filled out by the fathers, thirty-three per cent by the mothers, forty-seven per cent by fathers and mothers together, and seven per cent by other members of the family is an interesting factor to mention.

It can be said that the Barrowsville parents are interested, in general, in having included on a report card all of the items about Physical, Social, and Work habits, but with some reservations toward "eating habits," "appears tired," and "shows originality." In Section IV they are definitely negative to the first four items show some degree of agreement toward reporting

extra-curricular activities, the parent's comments, and sending a report home every six weeks. They show definite affirmativeness about reporting outstanding talents, the teacher's comments and having regular conferences with the teacher.

Because, in breaking down the questionnaires from the school district into grade groups, the number of parents from Grade I and from Grades VI - VIII are such small groups, it is believed that these data by themselves are not reliable and therefore will be considered at a later point.

The next district to be considered is the Chartley district of Norton where the writer's own school, the Sturdy School, is located. This section of the town is adjacent to the city of Attleboro. Within a radius of five hundred or more yards from the school building there is located a glass factory, a large atomizer plant, a laundry, a plating factory, a plastics factory, a jewelry shop, and several small parts industries. It is in these factories and in the jewelry factories of Attleboro that the parents of the children in this area make their living. In a great many cases this means both the mother and father, and in the case of older seventh and eighth grade youngsters, it is not uncommon to find them also working part time. However, there is not, to all indications at any rate, the incentive for youngsters in this district to leave school at an early age as there is in the district just discussed, but as the community is predominately Catholic, there is a tendency toward parents in many cases to send their children to the local Parochial

High Schools. In these high schools the marking system is very strictly by per cent for each subject type and it was feared that this would have an influence on parents' reactions to the questionnaire.

Being the writer's own district, the response was one hundred per cent. In some ways the writer's influence prompted many parents to add interesting and helpful criticisms and in other instances, probably the unfounded fear that in some way they could be identified prohibited some parents from speaking frankly and giving an honest criticism where needed. However, in the latter cases, there was opportunity for most of these people to show their feelings by simple yes and no answers on the questionnaire.

Table V which follows on the next page shows the total reaction of the Sturdy School district.

TABLE V

PER CENT OF YES AND NO ANSWERS FROM SIXTY-NINE PARENTS
IN THE STURDY SCHOOL DISTRICT ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
I Physical Habits		
1. Posture	67	33
2. Cleanliness	70	30
3. Shows ability in game skills	57	43
4. Weight and height periodically	84	16
5. Eating habits	51	49
6. Is energetic	67	33
7. Appears tired	67	33
II Social Habits		
1. Gets along well with other children	80	20
2. Is willing to share	68	32
3. Works for the good of the school	70	30
4. Is courteous while others are speaking	77	23
5. Respects property	74	26
6. Accepts responsibilities	71	29
7. Makes the best of a difficult situation	68	32
8. Shows respect for teachers	85	15
9. Has desire to improve himself	77	23
10. Takes care of personal belongings	74	26
III Work Habits		
1. Is accurate	71	21
2. Takes pride in work	74	26
3. Completes work in reasonable time	83	17
4. Shows originality	70	30
5. Follows directions	77	23
IV		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	28	72
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	14	86
3. Should child check portions of card?	37	63
4. Should we have different forms of cards for various levels?	58	42

TABLE V (Continued)

QUESTIONS	% YES	% NO
IV		
5. Should there be a report of extra-curricular activities?	67	33
6. Should there be a report of a child's outstanding talents?	86	14
7. Should there be space for:		
(a) Teacher's comments	84	16
(b) Parent's comments	55	45
(c) Child's comments	35	65
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	22	78
(c) Every six weeks	61	39
(d) Three times a year minimum	16	84
9. Would you like regular conferences with the teacher?	58	42

On the following page the above data is broken down into the per cent of "yes and no" answers from the parents of pupils in Grade I.

TABLE VI

PER CENT OF YES AND NO ANSWERS FROM THIRTEEN PARENTS OF
CHILDREN IN GRADE I IN THE STURDY SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
I <u>Physical Habits</u>		
1. Posture	52	48
2. Cleanliness	77	23
3. Shows ability in game skills	54	46
4. Weight and height periodically	77	23
5. Eating habits	46	54
6. Appears tired	54	46
7. Is energetic	46	54
II <u>Social Habits</u>		
1. Gets along well with other children	92	8
2. Is willing to share	77	23
3. Works for the good of the school	69	31
4. Is courteous while others are speaking	92	8
5. Respects property	85	15
6. Accepts responsibilities	77	23
7. Makes the best of a difficult situation	52	48
8. Shows respect for teachers	92	8
9. Has desire to improve himself	85	15
10. Takes care of personal belongings	85	15
III <u>Work Habits</u>		
1. Is accurate	77	23
2. Takes pride in work	85	15
3. Completes work in reasonable time	85	15
4. Shows originality	69	31
5. Follows directions	85	15
IV		
1. Should a child's work, be marked "satisfactory if both you and the teacher think he can do no better?"	31	69
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	15	85
3. Should child check portions of card?	48	52
4. Should we have different forms of cards for various levels?	77	23

TABLE V (Continued)

QUESTIONS	% YES	% NO
IV		
5. Should there be a report of extra-curricular activities?	54	46
6. Should there be a report of a child's outstanding talents?	77	23
7. Should there be space for:		
(a) Teacher's comments	92	8
(b) Parent's comments	54	46
(c) Child's comments	48	52
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	31	69
(c) Every six weeks	69	31
(d) Three times a year minimum	0	100
9. Would you like regular conferences with the teacher?	48	52

The break-down of responses from the parents of children in Grades II - V is represented on the next page on Table VII.

TABLE VII

PER CENT OF YES AND NO ANSWERS FROM FIFTY-ONE PARENTS
OF CHILDREN IN GRADES II - V IN THE STURDY SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
I <u>Physical Habits</u>		
1. Posture	64	36
2. Cleanliness	71	29
3. Shows ability in game skills	57	43
4. Weight and height periodically	94	6
5. Eating habits	47	53
6. Is energetic	69	31
7. Appears tired	64	36
II <u>Social Habits</u>		
1. Gets along well with other children	86	14
2. Is willing to share	71	29
3. Works for the good of the school	64	36
4. Is courteous while others are speaking	76	24
5. Respects property	72	28
6. Accepts responsibilities	75	25
7. Makes the best of a difficult situation	75	25
8. Shows respect for teachers	86	14
9. Has desire to improve himself	81	19
10. Takes care of personal belongings	72	28
III <u>Work Habits</u>		
1. Is accurate	78	22
2. Takes pride in work	84	16
3. Completes work in reasonable time	82	18
4. Shows originality	71	29
5. Follows directions	86	14
IV		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	29	71
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	12	88
3. Should child check portions of card?	39	61
4. Should we have different forms of cards for various levels?	64	36

TABLE VII (Continued)

QUESTIONS	% YES	% NO
IV		
5. Should there be a report of extra-curricular activities	71	29
6. Should there be a report of a child's outstanding talents?	88	12
7. Should there be space for:		
(a) Teacher's comments	84	16
(b) Parent's comments	63	37
(c) Child's comments	36	64
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	25	75
(c) Every six weeks	59	41
(d) Three times a year minimum	18	82
9. Would you like regular conferences with the teacher?	61	39

Table VIII on the next page shows the data received from the questionnaires of parents of children in Grades VI - VIII.

TABLE VIII

PER CENT OF YES AND NO ANSWERS FROM THIRTY-FIVE PARENTS
OF CHILDREN IN GRADES VI - VIII IN THE STURDY SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
<u>I Physical Habits</u>		
1. Posture	63	37
2. Cleanliness	66	34
3. Shows ability in game skills	46	54
4. Weight and height periodically	86	14
5. Eating habits	43	57
6. Is energetic	66	34
7. Appears tired	60	40
<u>II Social Habits</u>		
1. Gets along well with other children	69	31
2. Is willing to share	60	40
3. Works for the good of the school	63	37
4. Is courteous while others are speaking	66	34
5. Respects property	69	31
6. Accepts responsibilities	69	31
7. Makes the best of a difficult situation	60	40
8. Shows respect for teachers	77	23
9. Has desire to improve himself	71	29
10. Takes care of personal belongings	66	34
<u>III Work Habits</u>		
1. Is accurate	69	31
2. Takes pride in work	66	34
3. Completes work in reasonable time	80	20
4. Shows originality	60	40
5. Follows directions	69	31
<u>IV</u>		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	34	66
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	11	89
3. Should child check portions of card?	31	69

UNIT 1

NAME: _____ DATE: _____

Page 1

1. The first part of the lesson is a warm-up activity. It is designed to get the students thinking about the topic of the unit. The teacher asks the students to think of a word that is related to the topic and to write it down. The teacher then asks the students to share their words with the class. This activity is designed to be a fun and engaging way to start the lesson.

2. The second part of the lesson is a reading activity. The teacher reads a short story to the class. The story is about a boy who is very smart and likes to play pranks on his friends. One day, he plays a prank on his best friend and the friend gets angry. The boy feels sorry and tries to make things right. The teacher asks the students to think about the story and to write a short paragraph about what they think the boy should do.

3. The third part of the lesson is a writing activity. The teacher gives the students a topic and asks them to write a short story. The topic is "A Day in the Life of a Hero". The teacher asks the students to think about what a hero does and to write a story about a day in the life of a hero. The teacher then asks the students to read their stories to the class.

4. The fourth part of the lesson is a discussion activity. The teacher asks the students to think about the story they just read and to write a short paragraph about what they think the boy should do.

5. The fifth part of the lesson is a writing activity. The teacher gives the students a topic and asks them to write a short story. The topic is "A Day in the Life of a Hero". The teacher asks the students to think about what a hero does and to write a story about a day in the life of a hero. The teacher then asks the students to read their stories to the class.

6. The sixth part of the lesson is a discussion activity. The teacher asks the students to think about the story they just read and to write a short paragraph about what they think the boy should do.

TABLE VIII (Continued)

QUESTION	% YES	% NO
IV		
4. Should we have different forms of cards for various levels?	51	49
5. Should there be a report of extra-curricular activities?	60	40
6. Should there be a report of a child's outstanding talents?	82	18
7. Should there be space for:		
(a) Teacher's comments	86	14
(b) Parent's comments	46	54
(c) Child's comments	29	71
8. How often should a report be sent home:		
(a) Once a year	0	100
(b) Every nine weeks	14	86
(c) Every six weeks	69	31
(d) Three times a year minimum	18	82
9. Would you like regular conferences with the teacher?	51	49

As the grade grouping of parents' answers from this district gives us somewhat larger groups with which to deal, there will undoubtedly be a greater reliability as to differences among the three groups.

It is significant to note that as the number of parents increase the per cent of affirmative answers decreases. There are no items which received one hundred per cent affirmative responses from parents of this district. As can be noted in Tables V - VIII, there is a greater degree of agreement on

THEORY OF THE EARTH

CHAPTER I

SECTION I

ARTICLE I

ARTICLE II

ARTICLE III

ARTICLE IV

ARTICLE V

ARTICLE VI

ARTICLE VII

ARTICLE VIII

ARTICLE IX

ARTICLE X

ARTICLE XI

ARTICLE XII

ARTICLE XIII

ARTICLE XIV

including social and work habits than there is for physical habits. It will also be noted that there is a definite tendency for a lukewarmness attitude toward these habits as we progress from Grade I to Grade VIII. There seems to be no question in any grade concerning items one and two in Section IV. It is evident that no parent wishes his child to be marked "satisfactory" if both he and the teacher think the child can do no better, nor is there any parent who wishes his child to be marked "unsatisfactory" when he is capable of doing better work. Likewise few parents in any grade wish their children to put their comments on the card, and sending home the report card every six weeks, which is the present system, was the consensus on this subject. It was surprising to the writer to find that the parents of children in Grade I were the least interested in having regular conferences with the teacher. It is believed that "regular" frightened many parents as they could not visualize finding time for a visit with the teacher every time a report card is issued. It is felt that it would have been more satisfactory to have omitted the word, "regular," from this item.

The next district which will be considered is called the Center School District. This is the largest of the three divisions and is located geographically in the center of the town. It draws its pupils from many and varied social classes. There is the group which finds its livelihood in a large wool combing plant, a group essentially of Portuguese foreign extraction, which makes its living farming, the usual old time families

The first part of the book is devoted to a general
introduction of the subject. The author discusses the
importance of the study and the scope of the work.
The second part of the book is devoted to a
detailed study of the subject. The author discusses
the various aspects of the subject and the methods
used in the study. The third part of the book is
devoted to a summary of the results of the study.
The author discusses the conclusions of the study
and the implications of the results. The fourth part
of the book is devoted to a bibliography of the
works consulted in the study. The author lists the
books, articles, and other sources used in the study.
The fifth part of the book is devoted to an index
of the subjects treated in the book. The author lists
the subjects and the pages where they are treated.
The sixth part of the book is devoted to a list of
the names of the persons who have assisted the
author in the study. The author lists the names of
the persons and the nature of their assistance.

which make their living in divers ways and the highly selected group who are the children of Wheaton College professors and other personnel.

Being a large group and from so many different walks of life it was expected that a fairly good cross section of parent opinion would be discovered. The following table gives us these data for the one hundred twenty-one parents queried, and as these one hundred twenty-one parents represent a fairly large percentage of the total number of parents in the school, it is believed that the results indicate, in general, the type of items that the parents from this community wish to have included on the elementary school report card.

The first part of the paper discusses the importance of the
second part of the paper discusses the importance of the
third part of the paper discusses the importance of the
fourth part of the paper discusses the importance of the
fifth part of the paper discusses the importance of the
sixth part of the paper discusses the importance of the
seventh part of the paper discusses the importance of the
eighth part of the paper discusses the importance of the
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1

TABLE IX

PER CENT OF YES AND NO ANSWERS
FROM ONE HUNDRED TWENTY-ONE PARENTS IN THE CENTER SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
<u>I Physical Habits</u>		
1. Posture	65	35
2. Cleanliness	81	19
3. Shows ability in game skills	66	34
4. Weight and height periodically	84	16
5. Eating habits	51	49
6. Is energetic	71	29
7. Appears tired	62	38
<u>II Social Habits</u>		
1. Gets along well with other children	84	16
2. Is willing to share	70	30
3. Works for the good of the school	73	27
4. Is courteous while others are speaking	80	20
5. Respects property	74	26
6. Accepts responsibilities	78	22
7. Makes the best of a difficult situation	71	29
8. Shows respect for teachers	85	15
9. Has desire to improve himself	83	17
10. Takes care of personal belongings	78	22
<u>III Work Habits</u>		
1. Is accurate	78	22
2. Takes pride in work	78	22
3. Completes work in reasonable time	79	21
4. Shows originality	75	25
5. Follows directions	84	16
<u>IV</u>		
1. Should a child's work, be marked "satisfactory if both you and the teacher think he can do better?"	26	74
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	19	81
3. Should child check portions of card?	61	39

TABLE IX (Continued)

QUESTION	% YES	% NO
IV		
4. Should we have different forms of cards for various levels?	52	48
5. Should there be a report of extra-curricular activities?	69	31
6. Should there be a report of a child's outstanding talents?	83	17
7. Should there be space for:		
(a) Teacher's comments	88	12
(b) Parent's comments	55	45
(c) Child's comments	38	62
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	21	79
(c) Every six weeks	59	41
(d) Three times a year minimum	16	81
9. Would you like regular conferences with the teacher?	57	43

The next table shows how the parents from this area voted as they wished for items on a first grade report card.

TABLE X

PER CENT OF YES AND NO ANSWERS FROM SEVENTEEN PARENTS OF CHILDREN
IN GRADE I IN THE CENTER SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
I <u>Physical Habits</u>		
1. Posture	82	18
2. Cleanliness	94	6
3. Shows ability in game skills	59	41
4. Weight and height periodically	82	18
5. Eating habits	65	35
6. Is energetic	76	24
7. Appears tired	71	29
II <u>Social Habits</u>		
1. Gets along well with other children	76	24
2. Is willing to share	65	35
3. Works for the good of the school	71	29
4. Is courteous while others are speaking	82	18
5. Respects property	82	18
6. Accepts responsibilities	76	24
7. Makes the best of a difficult situation	65	35
8. Shows respect for teachers	71	29
9. Has desire to improve himself	82	18
10. Takes care of personal belongings	88	12
III <u>Work Habits</u>		
1. Is accurate	76	24
2. Takes pride in work	76	24
3. Completes work in reasonable time	71	29
4. Shows originality	65	35
5. Follows directions	76	24
IV		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	18	82
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	24	76
3. Should child check portions of card?	41	59

1. Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows:

2. Methodology
 3. Results
 4. Discussion
 5. Conclusion

Factor	Value	Performance	
		Mean	Std. Dev.
Factor 1	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 2	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 3	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 4	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 5	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 6	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 7	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 8	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 9	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5
Factor 10	1	1.0	0.0
	2	1.5	0.5
	3	2.0	1.0
	4	2.5	1.5

TABLE X (Continued)

QUESTIONS	% YES	% NO
IV		
4. Should we have different forms of cards for various levels?	47	53
5. Should there be a report of extra-curricular activities?	53	47
6. Should there be a report of a child's outstanding talents?	82	18
7. Should there be space for:		
(a) Teacher's comments	94	6
(b) Parent's comments	47	53
(c) Child's comments	29	71
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	24	76
(c) Every six weeks	59	41
(d) Three times a year minimum	18	82
9. Would you like regular conferences with the teacher?	41	59

Table XI discloses how the eighty-three parents who had children in the second through the fifth grade marked their questionnaires.

TABLE XI

PER CENT OF YES AND NO ANSWERS FROM EIGHTY-THREE PARENTS
OF CHILDREN IN GRADES II - V IN THE CENTER SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTION	% YES	% NO
I <u>Physical Habits</u>		
1. Posture	58	41
2. Cleanliness	79	21
3. Shows ability in game skills	70	30
4. Weight and height periodically	87	13
5. Eating habits	51	49
6. Is energetic	70	30
7. Appears tired	62	38
II <u>Social Habits</u>		
1. Gets along well with other children	82	18
2. Is willing to share	66	34
3. Works for the good of the school	73	27
4. Is courteous while others are speaking	76	24
5. Respects property	71	29
6. Accepts responsibilities	76	24
7. Makes the best of a difficult situation	67	33
8. Shows respect for teachers	82	18
9. Has desire to improve himself	83	17
10. Takes care of personal belongings	73	27
III <u>Work Habits</u>		
1. Is accurate	75	25
2. Takes pride in work	79	21
3. Completes work in reasonable time	75	25
4. Shows originality	67	33
5. Follows directions	79	21
IV		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	25	75
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	19	81
3. Should child check portions of card?	39	61
4. Should we have different forms of cards for various levels?	49	51

THE UNIVERSITY OF CHICAGO

A B S T R A C T

Author	Title	Subject
J. H. VAN VLIET	The effect of temperature on the rate of reaction of hydrogen peroxide with ferrous sulfate	Chemistry Inorganic Oxidation-reduction Kinetics Temperature effects
W. H. KILPATRICK	The effect of temperature on the rate of reaction of hydrogen peroxide with ferrous sulfate	Chemistry Inorganic Oxidation-reduction Kinetics Temperature effects Catalysis Reaction mechanism
J. H. VAN VLIET	The effect of temperature on the rate of reaction of hydrogen peroxide with ferrous sulfate	Chemistry Inorganic Oxidation-reduction Kinetics Temperature effects
J. H. VAN VLIET	The effect of temperature on the rate of reaction of hydrogen peroxide with ferrous sulfate	Chemistry Inorganic Oxidation-reduction Kinetics Temperature effects Catalysis Reaction mechanism
J. H. VAN VLIET	The effect of temperature on the rate of reaction of hydrogen peroxide with ferrous sulfate	Chemistry Inorganic Oxidation-reduction Kinetics Temperature effects Catalysis Reaction mechanism

TABLE XI (Continued)

QUESTIONS	% YES	% NO
IV		
5. Should there be a report of extra- curricular activities?	67	33
6. Should there be a report of a child's outstanding talents?	82	18
7. Should there be space for:		
(a) Teacher's comments	87	13
(b) Parent's comments	53	47
(c) Child's comments	35	65
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	16	84
(b) Every six weeks	59	41
(d) Three times a year minimum	24	76
9. Would you like regular conferences with the teacher?	58	42

The results obtained from the parents whose children were in Grade VI - VIII are presented in the table on the following page.

TABLE XII

PER CENT OF YES AND NO ANSWERS FROM FIFTY-EIGHT PARENTS
OF CHILDREN IN GRADES VI - VIII IN THE CENTER SCHOOL DISTRICT
ABOUT ITEMS PROPOSED FOR REPORT CARDS

QUESTIONS	% YES	% NO
I <u>Physical Habits</u>		
1. Posture	64	36
2. Cleanliness	81	19
3. Shows ability in game skills	64	36
4. Weight and height periodically	74	26
5. Is energetic	50	50
6. Is energetic	69	31
7. Appears tired	62	38
II <u>Social Habits</u>		
1. Gets along well with other children	79	21
2. Is willing to share	67	33
3. Works for the good of the school	69	31
4. Is courteous while others are speaking	79	21
5. Respects property	72	28
6. Accepts responsibilities	77	23
7. Makes the best of a difficult situation	69	31
8. Shows respect for teachers	84	16
9. Has desire to improve himself	81	19
10. Takes care of personal belongings	81	19
III <u>Work Habits</u>		
1. Is accurate	72	28
2. Takes pride in work	77	23
3. Completes work in reasonable time	76	24
4. Shows originality	76	24
5. Follows directions	84	16
IV		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	26	74
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	14	86
3. Should child check portions of card?	38	62

TABLE XII (Continued)

QUESTIONS	% YES	% NO
IV		
4. Should we have different forms of cards for various levels?	48	52
5. Should there be a report of extra-curricular activities?	69	31
6. Should there be a report of a child's outstanding talents?	84	16
7. Should there be space for:		
(a) Teacher's comments	88	12
(b) Parent's comments	57	43
(c) Child's comments	42	58
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	26	74
(c) Every six weeks	53	47
(d) Three times a year minimum	23 7	77
9. Would you like regular conferences with the teacher?	48	52

In this area there is a noticeably small deviation among the responses from the three grade groups. As a matter of fact it could be said that, on the whole, there was practically universal agreement among all three. However, this does not mean that all the responses were affirmative. In the main, the majority of all answers on Sections referring to Physical, Social, and Work habits were in favor of including these items on an elementary report card. Section IV regarding the marking of a child "satisfactory" or "unsatisfactory" also show the same

uniformity among all three grade-groups, but in this instance, the answers are decidedly negative. This attitude continues also for the item on the child checking portions of his own card and having different forms of cards for various levels. It is evident that not all parents are sure, according to their responses, to the item on reporting extra-curricular activities. This is undoubtedly due, in some measure, to the apprehension that certain parents of non-athletic and extra-curricularly inclined children might have toward the rating of their own sons and daughters on such a basis.

The parents were interested in hearing the teachers' comments but did not feel it necessary for them to offer their own comments or for the child to comment. The greatest percentage of the first of this question is readily understandable in that most parents do sincerely want to hear the teachers' comments about their children. Likewise, is the great margin of negative response to seven (b), "Do you believe there should be space for the parents' comments"?, easy to comprehend. Because most parents, even those parents who consider themselves fairly intelligent writers, would not feel at ease in writing when they know that their comments will be read by a teacher. The writer believes that there are many parents who answered "no" to this question, who honestly believe that it is their duty to write comments to the teacher. In all three grade groups the sections, which mentions the "child's comments" received the least number of backers. This is probably due to the fact that

there are very few parents who have heard of, much less seen, anything of the kind done, and could not find any value in such an item being included.

The number of times which the report card is to be issued every year is one which caused some little contest in the minds of parents. The issuance of a report card every six weeks, which is the system now used, gained a margin over all the other suggestions made. The only item in this section which got no support at all, and as a matter of fact the only item in the entire questionnaire that got no support from any parent was item eight (a), which suggested that the report card be issued "once a year". The number of parents who wished regular conferences was about evenly divided.

TABLE XIII

PER CENT OF YES AND NO ANSWERS
FROM THIRTEEN ELEMENTARY TEACHERS OF THE NORTON SCHOOL SYSTEM
ABOUT ITEMS PROPOSED FOR AN ELEMENTARY REPORT CARD

QUESTIONS	% YES	% NO
I <u>Physical Habits</u>		
1. Posture	77	23
2. Cleanliness	85	15
3. Shows ability in game skills	54	46
4. Weight and height periodically	62	38
5. Eating habits	31	69
6. Is energetic	92	8
7. Appears tired	85	15
II <u>Social Habits</u>		
1. Gets along well with other children	100	0
2. Is willing to share	62	38
3. Works for the good of the school	85	15
4. Is courteous while others are speaking	100	0
5. Respects property	85	15
6. Accepts responsibilities	92	8
7. Makes the best of a difficult situation	85	15
8. Shows respect for teachers	100	0
9. Has desire to improve himself	95	15
10. Takes care of personal belongings	69	31
III <u>Work Habits</u>		
1. Is accurate	92	8
2. Takes pride in work	92	8
3. Completes work in reasonable time	92	8
4. Shows originality	85	15
5. Follows directions	92	8
Iv		
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	23	77
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	46	54
3. Should child check portions of card?	46	54

TABLE XIII (Continued)

QUESTIONS	% YES	% NO
IV		
4. Should we have different forms of cards for various levels?	85	15
5. Should there be a report of extra-curricular activities?	62	38
6. Should there be a report of a child's outstanding talents?	62	38
7. Should there be space for:		
(a) Teacher's comments	92	8
(b) Parent's comments	92	8
(c) Child's comments	31	69
8. How often should a report be sent home:		
(a) Once a year	0	100
(b) Every nine weeks	23	77
(c) Every six weeks	8	92
(d) Three times a year	69	31
9. Would you like regular conferences with the teacher?	77	23
T		

In the above group of elementary teachers, which, incidentally, is comprised solely of women, there are included several types of individuals. There are teachers whose experience has been in the same grade for over twenty years, there are teachers who have taught for less than a year, there are teachers who are progressive, there are those who are conservative, there are those who have taken recent professional courses, and there are those who have taken no professional courses for many years. This would apparently forecast a decided split of opinion. However, this was not the case. Whether or not the answers to y

are the honest reactions of these people, or the answers they thought that the writer wished, is not known, but they do seem to indicate except in some cases a fairly common viewpoint. Because of the small number of teachers (thirteen) it took but a very few negative responses to make a sizeable per cent. In Section I the item which asked about "shows ability in game skills" received a very small margin of affirmative boosters. It was thought by the writer when including this item that a much greater majority of teachers would find worth in it. However, undoubtedly the wording led some to believe that they would be asked to mark down a youngster because he was a poor baseball player or a poor football player, when actually the idea meant was that those game skills which go to inform the parent of his child's muscular co-ordination and maturity of actions would be the ones on which the teacher would be asked to respond.

The subject of marking "eating habits" drew a definite negative reaction. As only one of the schools has a cafeteria, and one of the remaining schools has no people who eat lunches in the building, it is comprehensible that the teachers did not feel themselves adequate judges of a child's eating habits. The remaining items in Section I were all very definitely in favor of inclusion on the report card.

The teachers deemed it wise in one hundred per cent of the questionnaires to include, "gets along well with other children", "is courteous while others are speaking," and "shows respect for teachers." These sound like the kind of answers one would expect

teachers to give to such items. The remaining subjects under Social Habits were also affirmatively answered. As would be expected a majority of the teachers were also in favor of including all the Work Habits.

A point of decided disagreement arose when only twenty-three per cent of the teachers thought that "a child's work, no matter how poor, should be marked satisfactory." They also showed disfavor at the item which suggested that "a child's work, even if good, should be marked "unsatisfactory." It would seem that these two premises are fine ideas in educational literature and honestly, from a point of sound pedagogy do make extremely good sense, but the writer feels as do evidently the teachers in Norton that when this practice is applied to individual cases in his class room, knowing the pupils he has and the parents of these pupils, that the practicability of such a plan has definite loop holes.

A majority of the teachers did not feel it wise for the pupil to check anything on the report card, Items four, five and six, as can be noticed met with their favor. There was a great majority who felt that parents as well as teachers should also put their comments on the report cards, and very few teachers felt that it was worthwhile to include the child's comments. It was interesting to note that the teachers were so much in favor of both writing and receiving comments. None of the teachers wished that a report card be sent only once a year. The system which had the greatest number of votes was that of "three times

a year minimum with extra report cards whenever the child needs them." This seems to be a very logical response from the teachers who more fully than the parents, perhaps, can realize that if the report card is to be comprehensive enough to give a complete picture of a child's growth, it must necessarily, be issued fewer times per year. Most of the teachers asked to have regular conferences with the parents.

TABLE XIV

PER CENT OF YES AND NO ANSWERS FROM A SELECTED GROUP
OF TWENTY TWO ELEMENTARY TEACHERS IN MASSACHUSETTS
TOWN AND CITIES ABOUT ITEMS PROPOSED FOR AN
ELEMENTARY REPORT CARD

QUESTION	% YES	% NO
<u>I Physical Habits</u>		
1. Posture	82	18
2. Cleanliness	73	27
3. Shows ability in game skills	59	41
4. Weight and Height Periodically	86	14
5. Eating habits	45	55
6. Is Energetic	73	27
7. Appears Tired	86	14
<u>II Social Habits</u>		
1. Gets along well with other children	100	0
2. Is willing to share	82	18
3. Works for the good of the school	86	14
4. Is courteous while others are speaking	95	5
5. Respects property	86	14
6. Accepts responsibilities	91	9
7. Makes the best of a difficult situation	77	23
8. Shows respect for teachers	91	9
9. Has desire to improve himself	95	5
10. Takes care of personal belongings	73	27
<u>III Work Habits</u>		
1. Is accurate	86	14
2. Takes pride in work	86	14
3. Completes work in reasonable time	91	9
4. Shows originality	64	36
5. Follows directions	95	5

TABLE XIV (Continued)

QUESTION	% YES	% NO
IV		
Should a child's work, be marked "Satisfactory" if both you and the teacher think he can do no better?	73	27
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do better?	68	32
3. Should child check portions of card?	41	59
4. Should we have different forms of cards for various levels?	91	9
5. Should there be a report of extra-curricular activities?	73	27
6. Should there be a report of a child's outstanding talents?	82	18
7. Should there be space for:		
(a) Teacher's comments	95	5
(b) Parent's comments	86	14
(c) Child's comments	32	68
8. How often should a report be sent home?		
(a) Once a year	0	100
(b) Every nine weeks	36	64
(c) Every six weeks	9	91
(d) Three times a year minimum	55	45
9. Would you like a regular conferences with the teacher?	91	9

It is noteworthy that the opinions, of the groups of teachers as far as majorities are concerned are parallel in

every item on the questionnaire with the exception of items one and two under Section IV. It was intimated earlier that these two items would be more apt to find supporters among those well acquainted with current educational literature and progressive educational practices. It is evident that there is some foundation for such an assumption by the difference shown in the answers of the selected group of teachers, studying in a graduate school of education and the teachers in the average small town such as those in Norton.

CHAPTER V

SUMMARY AND ANALYSIS OF ALL DATA
FROM ALL PARENTS AND ELEMENTARY TEACHERS IN NORTON

Although this chapter is actually a continuation of Chapter III it was felt wise to segregate the data to be presented here from that in the preceding chapter, in order that those people who may be interested only in the total outcomes of this experiment may find the information they are seeking without necessarily reading all the material preliminary to this summation.

The table which follows presents a comparison by whole per cents of the way in which all the parents of elementary children in Norton and all the elementary teachers in Norton answered the questions on the questionnaire.

TABLE XV

THE PERCENTAGE OF TWO HUNDRED TWENTY PARENTS AND
THIRTEEN TEACHERS OF ELEMENTARY SCHOOL
PUPILS IN NORTON, MASSACHUSETTS WHO
REPLIED "YES" TO EACH ITEM IN A
QUESTIONNAIRE ABOUT REPORT CARDS

	%Elem. Teachers	%Elem. Parents
<u>I Physical Habits</u>		
1. Posture	77	67
2. Cleanliness	85	78

CHAPTER IV

The first of the two main parts of the book is devoted to a general survey of the history of the English language. It begins with a brief account of the early history of the language, and then proceeds to a more detailed account of the changes which have taken place in the language from the time of the Norman Conquest to the present day. The second part of the book is devoted to a study of the English language as it is spoken in the different parts of the world. It begins with a study of the English language in the United States, and then proceeds to a study of the English language in the other parts of the world.

THE ENGLISH LANGUAGE

The English language is one of the most widely spoken languages in the world. It is spoken by over 300 million people in more than 100 countries. The English language is a member of the Indo-European family of languages. It is derived from the Germanic languages, which in turn are derived from the Proto-Indo-European language.

THE HISTORY OF THE ENGLISH LANGUAGE

CHAPTER V

The history of the English language is a long and complex one. It begins with the early Germanic languages, which were spoken in the north of Europe. These languages were influenced by the Latin language, which was spoken in the south of Europe. The English language is a result of the fusion of these two languages. It is a language which has changed a great deal over the centuries, and it is still changing today.

THE ENGLISH LANGUAGE IN THE UNITED STATES

THE ENGLISH LANGUAGE IN THE UNITED STATES

THE ENGLISH LANGUAGE IN THE UNITED STATES

THE ENGLISH LANGUAGE IN THE UNITED STATES

THE ENGLISH LANGUAGE IN THE UNITED STATES

THE ENGLISH LANGUAGE IN THE UNITED STATES

THE ENGLISH LANGUAGE IN THE UNITED STATES

TABLE XV (Continued)

	%Elem. Teachers	%Elem. Parents
3. Shows ability in game skills	54	63
4. Weight and height periodically	62	83
5. Eating habits	31	51
6. Is energetic	92	70
7. Appears tired	85	64
<u>II Social Habits</u>		
1. Gets along well with other children	100	82
2. Is willing to share	62	71
3. Works for the good of the school	85	73
4. Is courteous while others are speaking	100	78
5. Respects the property of others	85	75
6. Accepts responsibilities	92	76
7. Makes the best of a difficult situation	85	70
8. Shows respect for teachers	100	85
9. Has the desire to improve himself	85	81
10. Takes care of personal belongings	69	77
<u>III Work Habits</u>		
1. Is accurate	92	75
2. Takes pride in work	92	79

TABLE XV (Continued)

	% Elem. Teachers	% Elem. Parents
3. Completes work in a reasonable length of time	92	78
4. Shows originality	85	70
5. Follows Directions	92	82
IV		
1. Should your child's work, no matter how poor, be marked "satisfactory" if both you and the teacher think he can do no better?	23	27
2. Should your child's work, even if good, be marked "unsatisfactory" if both you and the teacher think he can do better?	46	18
3. Would you like to have your child check portions of his card himself, such as health habits?	46	39
4. Do you think we should have different forms of report cards for various levels, as primary, middle grades, and upper grades?	85	53
5. Would you like a report of your child's part in extra-curricular activities such as sports, clubs, patrols, committees, and so forth?	62	66

TABLE XV (Continued)

	%Elem. Teachers	%Elem. Parents
6. Would you like the school to report on any outstanding talents that your child displays?	62	85
7. Do you believe there should be space for:		
(a) Teacher's comments	92	87
(b) Parent's comments	92	55
(c) Child's Comments	31	36
8. How often would you like a report card sent home?		
(a) Once a year	0	0
(b) Every nine weeks	23	23
(c) Every six weeks	8	58
(d) Three times a year minimum with extra report cards whenever the child needs them	69	19
9. Would you like to have regular conferences with the teacher after receiving a report card, in order to discuss more fully your child's progress?	77	60

There is, apparently, very little disagreement between the parents and the teachers as far as their answers are concerned on the questionnaire. Only the item regarding issuance of report cards every six weeks found a majority of parents answering "yes" and a majority of teachers answering "no": Only the item regarding issuance of report cards three times a year showed a majority of the teachers

THE HISTORY OF THE

1660	1670	
1660	1670	The first year of the reign of Charles II. The king was crowned on 23rd April. The year was marked by a severe winter and a plague in London.
1661	1671	The second year of the reign of Charles II. The king was crowned on 23rd April. The year was marked by a severe winter and a plague in London.
1662	1672	The third year of the reign of Charles II. The king was crowned on 23rd April. The year was marked by a severe winter and a plague in London.
1663	1673	The fourth year of the reign of Charles II. The king was crowned on 23rd April. The year was marked by a severe winter and a plague in London.
1664	1674	The fifth year of the reign of Charles II. The king was crowned on 23rd April. The year was marked by a severe winter and a plague in London.
1665	1675	The sixth year of the reign of Charles II. The king was crowned on 23rd April. The year was marked by a severe winter and a plague in London.

The following table shows the number of ships that sailed from the port of London in the year 1660. The table is divided into two columns: the first column shows the number of ships that sailed to the West Indies, and the second column shows the number of ships that sailed to the East Indies. The total number of ships that sailed from the port of London in the year 1660 was 100.

answering "yes" and a majority of the parents answering "no." Thirty-one percent of the teachers wish to mark their pupils on "eating Habits", while fifty-one percent of the parents wished information on this subject. Concerning the number of times a report card should be sent home, fifty-eight per cent of the parents wanted it issued every six weeks, and sixty-nine percent of the teachers desired to have the card sent home three times a year minimum with extra reports whenever the child needs them.

The writer can find no logical reason for the difference of opinion about "eating habits", but as has already been mentioned the subject of the issuance of the report card is one in which the teachers, undoubtedly have very good reason for their answers and probably much more practical reasons than the parents.

The following table shows the way in which the parents of children in the various grade-groups (Grade I, Grades II-V, Grades VI-VIII) throughout the entire town indicated their reactions about the items proposed.

TABLE XVI

THE PERCENTAGE OF THIRTY-SEVEN PARENTS OF GRADE I PUPILS, ONE HUNDRED FIFTY-FIVE PARENTS OF GRADE II-V PUPILS, ONE HUNDRED TWO PARENTS OF GRADE VI-VIII PUPILS IN NORTON MASSACHUSETTS WHO REPLIED "YES" TO EACH ITEM IN A QUESTIONNAIRE ABOUT REPORT CARDS

	PARENTS		
	Gr. I	Gr. II-V	Gr. VI-VIII
<u>I Physical Habits</u>			
1. Posture	73	63	66
2. Cleanliness	89	76	77
3. Shows ability in game skills	57	65	59
4. Weight and height periodically	78	87	78
5. Eating habits	59	48	48
6. Is energetic	68	68	68
7. Appears tired	62	62	63
<u>II Social Habits</u>			
1. Gets along well with other children	84	83	77
2. Is willing to share	76	69	66
3. Works for the good of the school	76	70	69
4. Is courteous while others are speaking	89	76	76
5. Respects property	84	72	76

TABLE XVI (Continued)

		PARENTS		
	Gr. I	Gr. II-V	Gr. VI-VIII	
<hr/>				
II				
6. Accepts responsibilities	78	75	75	
7. Makes the best of a difficult situation	68	70	67	
8. Shows respect for teachers	81	84	82	
9. Has the desire to improve himself	84	81	77	
10. Takes care of personal belongings	84	73	76	
III <u>Work Habits</u>				
1. Is accurate	78	74	74	
2. Takes pride in work	84	80	75	
3. Completes work in a reasonable length of time	73	75	76	
4. Shows originality	62	66	70	
5. Follows directions	84	81	80	
IV				
1. Should a child's work, be marked "satisfactory" if both you and the teacher think he can do no better?	27	28	29	
2. Should a child's work, be marked "unsatisfactory" if both you and the teacher think he can do no better?	27	16	17	

TABLE XVI (Continued)

	PARENTS		
	Gr. I	Gr. II-V	Gr. VI-VIII
IV			
3. Should child check portions of his card himself?	38	39	34
4. Do you think we should have different forms of report cards for various levels, as primary, middle grades, and upper grades?	68	54	51
5. Would you like a report of your child's part in extra-curricular activities such as sports, clubs, patrols, committees, etc.?	49	67	67
6. Would you like the school to report on any outstanding talent that your child displays?	84	85	73
7. Do you believe there should be space for:			
(a) Teacher's comments	92	86	87
(b) Parent's comments	49	57	54
(c) Child's comments	30	35	39
8. How often would you like a report card sent home?			
(a) Once a year	0	0	0
(b) Every nine weeks	32	22	22
(c) Every six weeks	59	57	58
(d) Three times a year minimum with extra report cards whenever the child needs them	9	21	20

TABLE XVI (Continued)

	PARENTS		
	Gr. I	Gr. II-V	Gr. VI-VIII
IV			
9. Would you like to have regular conferences with the teacher after receiving a report card, in order to discuss more fully your child's progress?	43	60	71

From the results shown in Table XVI it is evident that there is very little conflict among the opinions of the parents of the children in the three grade-groups. Neither is there to be found any general pattern of tendency in the opinion either toward or away from any single group.

In section IV, item five, which suggests that a report of the child's part in extra-curricular activities be included on the card, the parents of children in Grade I voted "No" by a bare majority of one percent while in the other two grade-groups we find sixty-seven per cent of the parents answering "Yes." The parents of children in Grade I also voted "No" by the same margin to the question of the inclusion

of parent's comments, while the parents of children in Grades II-V voted fifty-seven per cent "Yes" and the parents of children in Grades VI-VIII voted fifty-four per cent "Yes" to this question. It was the parents of children in Grade I that caused the final disagreement on the questionnaire. Only forty-three per cent of these parents were interested in having regular conferences, while sixty per cent of the parents in the II-V group, and seventy-one per cent of the parents in the VI-VIII group thought this a worthwhile item. This slight difference of opinion on the part of the primary parents may find cause in the fact that two of the schools have been using a letter-type of report in the first grade which, of course, affords ample opportunity for parent's comments, mention of activities and provision for conferences. Many of these parents expressed in the section for written comments that they were completely satisfied with the first grade report card as it is now.

CHAPTER VI

SUMMARY OF COMMENTS MADE
BY NORTON PARENTS AND TEACHERS
AND TEACHERS IN THE SEMINAR GROUP

b

Like most people who answer questionnaires, the people who answered the questionnaires in this study found that they could not express themselves completely without making some written comment in the space provided for it. Many of the most valuable criticisms and probably some of the most vital outcomes of the study will derive from these comments. The writer includes them here for what they are worth. Some are useful, some irrelevant, and some are humorous.

A. PARENTS' COMMENTS:

"The report card now sent home is satisfactory and covers practically everything necessary."

"In regards to the question about whether or not a child should be marked 'satisfactory', we believe, yes, provided both parent and teacher know the cause of backwardness."

"School laws in Norton are very lax and not enforced to any too great a degree. Is there any reason?"

"We should have report cards, one every month or every two weeks."

"I would suggest that some items such as Physical Habits and Social Habits come under a separate report issued perhaps twice a year."

"We would like to ask how a teacher will have time to check Physical, Social, and Work Habits when she complains of not having time to teach reading, spelling, and arithmetic. We feel that the habits can be taken care of at home where there is a family of children."

"I feel that cleanliness, taking care of personal belongings, getting along with other children, etc., are all items taught the child before school age. I am interested in the effect of the school on the nervous and physical development of the child. The mental development is bound to occur anyway and the reports on the regular subjects will show this."

"All foolishness!"

"If a child's work is good, I do not believe that he should fail a course or have an unsatisfactory mark just because he could do better."

We get the child's comments, really."

"Several of these questions I think depend on the age of the child in question, as well as the grade he is in."

"I should like to have the low grades get marks on their subjects--arithmetic, reading, etc."

"I think every parent knows their child pretty well and if he is smart or not, ~~whether~~ he is courteous or accurate in his work."

"The more information we can have about children, the **better**. But if too much is to be listed on a report card, the danger will be that teachers will not have time to fill it out properly."

"As we do not support classes for slow or backward pupils to keep up the individual child's interest, I believe 'yes' is the correct answer for the question concerning satisfactory and unsatisfactory marking."

"Why not compare child with average student with such comments as 'above average,' 'below average,' or 'average student' in order to determine child's relative position to fellow students."

"We believe not in regular conferences, but when necessary for complete understanding of child, teacher, and parent for the advantage of all three."

"May I add that a report card showing Physical, Social, Work Habits, and subject marks would be very beneficial in developing a well-adjusted individual and one who would be a credit to the school he had attended."

"One couldn't expect every item to be marked each report period. Sometimes nothing definite can be said on a certain point."

"If you are trying to put through the report card that states only satisfactory and unsatisfactory, we do not care for it."

"We think it is unfair to mark a child on cleanliness. When we send our child to school clean and with all clean clothes every morning and she comes home with her clothes and hands dirty."

"Please have the teacher be fair to all children alike in whatever they do."

"We feel that all suggestions under Social Habits should pertain to home guidance."

"Don't let this new report card get too complicated! I'd rather have one or two individualized comments in which teacher sizes up what's wrong with my kids than a whole lot of items checked and rechecked."

B. NORTON TEACHERS' COMMENTS

"I think that something on the card should show the child's effort, but should not be called satisfactory unless it is marked 'special' or something of that sort."

"I think it would be a good idea to have a mid-year conference."

"If the child is to check portions of his report card he should have something to check with such as a chart."

"If the town had a special class, that should take care of the situation where were supposed to mark 'satisfactory' or 'unsatisfactory'."

C. SEMINAR GROUP COMMENTS

"You might include perseverance, ability to use reference materials, sense of logic, good sportsmanship, poise, -----"

"If a child is in the sixth grade and is reading at fourth grade level according to achievement tests, a mark on the card should suggest his accomplishments as G-4, meaning good at the fourth level, etc."

"Would not like regular conferences, but rather by appointment."

"Might include child's comments above fourth grade."

"How can you be objective about Social Habits?"

"Child might check portions of his card himself, but would want final judgment from the teacher."

"I don't believe that the lettering system should be used in the lower grades."

"I believe that extra-curricular activities should be marked only in the upper grades."

"Would encourage conferences in place of comments."

The writer has not attempted to quote all the comments from the nearly three hundred questionnaires tabulated, but, rather, has tried to digest the more pertinent ones and yet

not omit the personal feelings that anyone wished expressed. There was, naturally, a great deal of repetition of comments and only one quotation of each idea has been listed in this chapter.

CHAPTER VII

SUMMARY AND CONCLUSIONS OF THIS STUDY

This study has tried to discover the wishes of both the parents and the teachers of Norton, Massachusetts concerning the type of things they would like to report and to have reported on the elementary report card. We can conclude from the results obtained that both parents and teachers wish a report card that gives the following:

I Physical Habits

1. posture
2. Cleanliness
3. Shows ability in game skills
4. Weight and height
5. Is energetic
6. Appears tired

II Social Habits

1. Gets along well with other children
2. Is willing to share
3. Works for the good of the school
4. Is courteous while others are speaking
5. Respects the property of others
6. Accepts responsibility

7. Makes the best of a difficult situation
8. Shows respect for the teachers
9. Has the desire to improve himself
10. Takes care of personal belongings

III Work Habits

1. Is accurate
2. Takes pride in work
3. Completes work in reasonable length of time
4. Shows originality
5. Follows directions

IV

1. There should be different forms of report cards for the various levels.
2. The school should report on a child's part in extra-curricular activities.
3. The school should report on any outstanding talents that a child displays.
4. There should be space for
 - (a) Teacher's comments
 - (b) Parent's comments
5. There should be regular conferences of some kind between the parents and the teacher.

It was found that five percent of the blanks were answered by the father, twenty-five percent by the mother, fifty-nine percent by both fathers and mothers, and eleven percent by

someone other than the father and mother.

While it may be assumed that not all the blanks were honestly answered and there were some returned which had probably been answered by the children themselves, it may be assumed that a greater part of the questionnaires were earnestly filled out and returned by parents who were sincerely interested in their children's welfare. As the number of questionnaires returned indicated a large percent of the parents in the town answered them, it can be said that those items which were suggested for a report card, above, are truly the wishes of both the parents and the teachers for the town of Norton.

It is suggested that a committee be chosen from among the teachers and representative parents of the Parent-Teacher Association in order that the results of this survey can be discussed and a trial report card worked out and presented to the parents for approval or disapproval. It would also be the job of this committee to bring together the two divergent views of the teacher group and the parent group on the matter of the number of times the report card should be issued and to arrive at a practical compromise.

There has been one fault that the writer has found with this study from the beginning and he suggests it also as a

further means for study. In this study, while the questionnaires were broken down into grade-groups, there was no provision made whereby the parent who had, for example, a child in Grades I, V, and VIII could express different answers in relation to each child. It is completely understandable that such a parent may not be interested in whether or not the first grader works for the good of the school, on the other hand he may be very much interested in whether or not the two children in the upper grades show this quality.

From the preceding survey other problems have arisen which suggest further studies for Norton teachers and principals.

1. A study to determine the vocabulary level at which teachers can correspond with parents.
2. A study to build a new report card.
3. A study to coordinate such a report card with the present pupil-accounting system in order that there will be no unnecessary repetition of report card data in the accounting system.
4. A study to compile and annotate a bibliography of educational and psychological readings for the use of teachers with little educational background to help them understand and use such a report card as they and the parents of Norton have indicated they wish to have.

5. A study to plan a program for bringing the school to the parents and the parents to the school.

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APPENDIX

TOWNS AND CITIES WHOSE REPORT CARDS WERE STUDIED

1. Arlington, Mass.
2. Attleboro, Mass.
3. Bridgewater, Mass.
4. Brockton, Mass.
5. East Bridgewater, Mass.
6. Easton, Mass.
7. Framingham, Mass.
8. Franklin, Mass.
9. Gloucester, Mass.
10. Mansfield, Mass.
11. Milton, Mass.
12. Newton, Mass.
13. North Attleboro, Mass.
14. Northbridge, Mass.
15. Northampton, Mass.
16. Plainville, Mass.
17. Sharon, Mass.
18. Taunton, Mass.
19. Waltham, Mass.
20. West Bridgewater, Mass.
21. Whitman, Mass.

22. Winchester, Mass.

Norton Public Schools

Name:

Date

 $\frac{1}{2}$ days absent

1. Behaviors

2. Attitudes and Abilities

3. Adaptation: Physical

Mental

Means for Improvement:

Help at Home:

Class Standard

Good

Average

Unsatisfactory

Teacher

Date Due

FEB 25 1950		
APR 20 1950		
JUL 25 1950		
JAN 4 1951		
JAN 10 1951		
FEB 20 1951		
NOV 5 1951		
DEC 1 1951		
JAN 10 1952		
FEB 18 1953		
AUG 9 1954		
MAR 15 1956		
OCT 29 1960		
OCT 7 - 1961		
JAN 24 1962		

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